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❖ ICI ON PARLE FRANÇAIS ❖ Level Three ❖

TEACHER'S COMPANION

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Level Three

ICI ON PARLE FRANÇAIS

Teacher's Companion

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PART I

FOREWORD TO THE TEACHER

It has been clearly stated in the Teacher's Textbook for each of the six levels of *ICI ON PARLE FRANÇAIS* that this is a sequential program and that each level assumes a reasonable mastery of all of the preceding levels of the *IOPF* series.

For a variety of reasons, however, certain school authorities have adopted *IOPF* materials for students whose previous language training does not ensure the prerequisites for the *IOPF* level assigned to them. In spite of the dangers and difficulties inherent in this situation, many teachers and language program administrators have succeeded in devising effective "bridge" materials and in adapting particular levels of *IOPF* to the abilities and needs of such students. The task is, however, a difficult one involving a careful analysis of the students' previous language program for comparison with the corresponding levels of *IOPF*. On the basis of such research, remedial materials may be developed to minimize the inevitable problems which must result from major changes in program philosophy, principles, techniques and course content.

To assist teachers in the task of comparing *IOPF*, Levels One and Two, with other preparatory programs, PART II of this COMPANION booklet provides a reference list of the fifty-nine language patterns which Level Three assumes as oral prerequisites. Each of these language patterns is illustrated by examples and cross-referenced with the GUIDE TO RELATED PATTERN DRILLS. Notes and procedures for use are presented with this list and with its related table of drills.

In addition, this COMPANION booklet provides lesson planning aids for Level Three. These aids and their related notes and procedures are presented in PART III of this booklet and consist of: a) CO-ORDINATION TABLES to co-ordinate oral exercises with the source contexts which introduce the related structures in each *Étape* of Level Three; b) a SEPTEMBER PLUS program which provides a guide to lesson planning for the first twenty-five days of the Level Three course; and c) a suggested TWENTY-DAY LESSON PLAN for *Étape 5* of Level Three.

PART IV of the TEACHER'S COMPANION presents teaching notes and procedures for the use of the STUDENT'S COMPANION (see APPENDIX). The materials contained in the APPENDIX are presented on master sheets which may be duplicated for distribution to students at the teacher's discretion. They include: a) a FOREWORD TO THE STUDENT; b) a STUDENT'S COMPANION REVIEW GLOSSARY based on the vocabulary of Levels One and Two; and c) the STUDENT'S COMPANION REFERENCE VERB TABLES designed to serve as a supplement to the glossary.

Students embarking on a new language program are often disconcerted and confused by the unfamiliar course content, teaching techniques and terminology of the new course. The fears and dislocations caused by such a transition may be alleviated, and the confidence of the students in the value of their forthcoming language experience may be bolstered by a straightforward discussion of the general philosophy and principles of the new program and by an explanation of the function of each new component and learning activity when it is first presented.

The publisher and authors of *ICI ON PARLE FRANÇAIS* cannot assume responsibility for co-ordinating *IOPF* with other programs, but we offer this COMPANION booklet for use with *IOPF*, Level Three in the hope that it will assist those teachers and administrators using *IOPF*, Level Three with students who have not mastered the essential skills and course content of Levels One and Two.

The material provided in this COMPANION TO LEVEL THREE is not a remedial teaching program, but rather a check-list and resource package from which to select items requiring planned integration into a supplemented Level Three course. It is intended to serve, initially, as a basis for a comparative analysis of the first two levels of *IOPF* with the content of any parallel language program. Subsequently, it may be used as a resource package for both teachers and students.

PART II

PREREQUISITE LANGUAGE PATTERNS

Notes The 59 basic language patterns taught for oral mastery in Levels One and Two of *IOPF* are presented in a numbered list in this COMPANION for teacher reference. The term “structure” has been deliberately avoided in referring to this list since the items included and the formulas used do not always conform to the linguistic connotation of the word “structure”.

The language pattern formulas are presented, wherever possible, as a series of elements joined by plus signs. In many cases one or more of the elements is variable. Variable elements are presented in boxes. Typical examples of each pattern are provided in sentence form below each formula to indicate the type of application required of the student.

Immediately following the list of PREREQUISITE LANGUAGE PATTERNS there is a table entitled GUIDE TO RELATED PATTERN DRILLS. This table identifies and locates specific pattern drill exercises which may be used as developmental drills for each of the 59 language patterns listed. Since the script for these drills is located in the Level One and Level Two Teacher’s Textbooks, it is suggested that Level Three teachers using the COMPANION obtain a copy of these two Teacher’s Texts. Alternatively, a photocopy of the required scripts may be made. It is not suggested that the corresponding tape-recordings be used since this could be administratively difficult and time-consuming. For remedial purposes, it should be sufficient to conduct the pattern drills using the teacher’s voice as model, stimulus and correction response.

- Procedures*
1. On the basis of a previous analysis of the students’ particular needs, identify those items in the list of PREREQUISITE LANGUAGE PATTERNS which will require special attention in the course of teaching any given component in Level Three.
 2. At the appropriate moment (when the need arises), introduce the pattern requiring special attention as follows:
 - a) Introduce the pattern in a simple context, or preferably in several simple contexts. (See PREREQUISITE LANGUAGE PATTERNS for typical examples.)
 - b) Ensure comprehension by means of visual aids, pantomime, or (as a last resort) translation into English.
 - c) Ensure ability to reproduce the models orally by having the students repeat them in total unison, group unison and individually.
 - d) Introduce and practise the related pattern drills. (See GUIDE TO RELATED PATTERN DRILLS.)
 - e) If necessary to support comprehension and contribute to mastery, write sample sentences illustrating the language pattern on the chalkboard and use these models to illustrate language elements and manipulations essential to effective oral use.
 3. Return to the Level Three context in which the problem pattern occurred, and proceed with the Level Three program.

CODE USED IN LIST OF PREREQUISITE LANGUAGE PATTERNS

S = subject

V = verb

I = infinitive

PP = past participle

= numeral

.... = possible completion or expansion

[shaded box] = variable

59 PREREQUISITE LANGUAGE PATTERNS

Part I

1. C'est + [shaded box] (?)
 - a) C'est Paul.
 - b) C'est un livre.
 - c) C'est le livre de Paul.
 - d) # 1 with interrogative inflection.
2. Ça va +
 - a) Ça va?
 - b) Ça va (très) bien.
3. Où est (sont) + [shaded box] **S** ?
 - a) Où est le chien?
 - b) Où sont les enfants?
4. **Le/La/Les** + voilà.
 - a) Le voilà.
 - b) La voilà.
 - c) Les voilà.
5. Donne-moi + [shaded box]
 - a) Donne-moi le pain.
6. Donne + [shaded box] + à + [shaded box] .
 - a) Donne le crayon à Marie.
7. Je + donne + [shaded box] +
 - a) Je donne le crayon à Marie.
8. Je + lui + donne + [shaded box]
 - a) Je lui donne un crayon.
9. C'est + le + [shaded box] **#** + [shaded box] .
 - a) C'est le deux (trois, etc.) janvier.
 - b) C'est le *premier* janvier.

10. Est-ce que + c'est + [] ?
 a) Est-ce que c'est Paul?
 b) Est-ce que c'est ton livre?
 c) Est-ce que c'est lui (moi, toi, etc.)?
11. Est-ce que + [S] + [V] + ?
 a) Est-ce que tu donnes un cadeau à Paul?
12. Qu'est-ce que + c'est?
 a) Qu'est-ce que c'est?
13. [avec / à / pour / etc.] + []
 a) avec Henri / avec lui
 b) à Suzette / à elle
 c) pour moi (toi, etc.)
 d) sous l'arbre
14. [S] + ne + [V] + pas +
 a) Je ne donne pas le livre à Paul.
 b) Tu ne portes pas tes lunettes.
 c) Il (Elle) ne va pas au magasin.
 d) Je n'ai pas ton cahier.
 e) Il (Elle) n'est pas à sa place.
15. [S] + [V] + [I] +
 a) Je vais téléphoner au médecin.
 b) Je veux parler à la vendeuse.
16. [pas / jamais / etc.] + de + []
 a) Je ne porte pas de chandail.
 b) Je n'ai jamais de crayons.
17. Il + (n') + y + a + (pas) + (de, d') + [] +
 a) Il y a une assiette sur la table.
 b) Il y a des assiettes sur la table.
 c) Il n'y a pas d'assiette sur la table.
 d) Il n'y a pas d'assiettes sur la table.
18. Qu'est-ce que + [S] + [V] + ?
 a) Qu'est-ce que Marie met sur la table?
 b) Qu'est-ce qu'elle met sur la table?
19. *Commands* : singular (familiar/formal); plural (familiar/formal)
 a) Regarde le livre, Paul.
 b) Regardez le livre, Monsieur.
 c) Paul et Henri, regardez le livre.
 d) Regardez le livre, Mesdames.
20. Tu/Vous + [V] +
 a) Tu parles trop vite, Paul.
 b) Vous parlez trop vite, Monsieur.
 c) Vous parlez trop vite, mes enfants.
 d) Vous parlez trop vite, Mesdames.

21. à + le/la/l'/les → au/à la/à l'/aux
 a) Parle au garçon.
 b) Parle à la jeune fille.
 c) Jacques va à l'école.
 d) Parle aux enfants.
22. Qui + V + ?
 a) Qui porte un chapeau bleu?
23. S + m'/t'/s'/nous/vous + appeler +
 a) Je m'appelle Pierre.
24. Comment + s'appeler + S ?
 a) Comment s'appelle ce garçon?
Note: Use EST-CE QUE to ask this question with a pronoun.
 b) Comment est-ce que tu t'appelles?
25. S + avoir + le/la/les + nez, etc. +
 a) Il a le nez rouge.
 b) Vous avez la figure blanche.
 c) Elle a les mains froides.
26. quel / quelle + ?
 a) Quel crayon est sur la table?
 b) A quelle école est-ce que tu vas?

Part II

27. Il + (n') + y + en + a + (pas) +
 a) Il y en a un(e) dans la boîte.
 b) Il y en a dix dans la boîte.
 c) Il y en a dans la boîte.
 d) Il n'y en a pas dans la boîte.
28. S + (n') + en + V + (pas) +
 a) Il en a.
 b) Il en a beaucoup (trois, etc.)
 c) Il n'en a pas.
29. S + aller + me/te/lui/nous/vous/leur + I +
 a) Je vais lui donner un dollar.
 b) Il va te parler.
30. beaucoup, etc. + de/d' +
 a) beaucoup de jouets
 b) un peu d'argent
 c) une douzaine d'oeufs
31. avoir mal + au/à la/aux + dos, etc.
 a) Elle a mal au dos.
 b) J'ai mal à la gorge.
 c) Vous avez mal aux pieds?

32. Il est + # heures +
 a) Il est huit heures.
 b) Il est huit heures et demie.
 c) Il est huit heures et quart.
 d) Il est huit heures dix.
 e) Il est huit heures moins cinq.
 f) Il est huit heures moins le quart.
33. Qui est-ce qui + V + ?
 a) Qui est-ce qui arrive?
34. S + (n') + avoir + (pas) + faim/soif/chaud/froid
 a) Elle a faim.
 b) Tu as soif?
 c) Vous n'avez pas chaud?
 d) Nous n'avons pas froid.
35. S + entrer + dans +
 a) Il entre dans un magasin.
36. Combien font + # + et/moins + # ?
 a) Combien font deux et trois?
 b) Combien font dix moins cinq?
37. aller + le/la/les + I
 a) Va le chercher.
 b) Va la chercher.
 c) Va les chercher.
38. S + (ne) + V + (pas) + le/la/les + I +
 a) Je vais le faire demain.
 b) Je ne vais pas le faire demain.
 c) Il veut les mettre dans sa poche.
 d) Il ne veut pas les mettre dans sa poche.
39. S + (ne) + le/la/les + V + (pas) +
 a) Je la regarde.
 b) Tu ne les prends pas.
40. S + (ne) + me/te/se/nous/vous + V + (pas) +
 a) Tu te couches maintenant.
 b) Vous vous levez à huit heures.
 c) Il ne se lave pas.
 d) Je ne m'appelle pas Pitou.
41. Qui est-ce que + S + V + ?
 a) Qui est-ce que tu vois?
Note: Review Pattern #33.

42. **Comment/Quand/Pourquoi** + est-ce que + **S** + **V** + ?
- Comment est-ce que tu fais ça?
 - Quand est-ce que vous vous couchez?
 - Pourquoi est-ce qu'elle pleure?
43. **Age:** **S** + **avoir** + **#** + ans
- Il a dix ans.
44. Quel âge + est-ce que + **S** + **avoir** ?
- Quel âge est-ce que tu as?
45. **S** + **avoir** + peur + **de/du/de la/de l'/des** +
- Elle a peur de Paul (sa tante, etc.).
 - Tu as peur du professeur?
 - Nous avons peur de la vendeuse.
 - J'ai peur de l'eau.
 - Ils ont peur des chiens.
46. *Passé Composé with "AVOIR":*
- S** + **avoir** + **PP** +
- Il a donné le livre à Paul.
 - Vous avez pris mon cadeau.
 - J'ai répondu en français.
47. *Passé Composé with "AVOIR": negative*
- S** + ne + **avoir** + pas + **PP** +
- Il n'a pas donné le livre à Paul.
 - Vous n'avez pas pris mon cadeau.
 - Je n'ai pas répondu en français.
48. *Passé Composé with "AVOIR": plus "EN"*
- S** + (ne) + en + **avoir** + (pas) + **PP** +
- Il en a trouvé.
 - Il n'en a pas trouvé.
49. *Passé Composé with "AVOIR": plus "L'/LES"*
- S** + (ne) + **l'/les** + **avoir** + (pas) + **PP**
- Je les ai trouvés.
 - Je ne les ai pas trouvés.
- Note: "l' "*
- Je l'ai trouvé.
50. *Passé Composé with "ETRE"*
- S** + (ne) + **être** + (pas) + **PP** +
- Il est arrivé.
 - Il n'est pas arrivé.
- Note: See Reference Verb Tables in STUDENT'S COMPANION section.*
51. *Passé Composé of Reflexive Verbs: affirmative only*
- S** + **me/te/se/nous/vous** + **être** + **PP** +
- Je me suis levé à huit heures.

52. **S** + **savoir** + **que** + **S+V**
a) Je sais que tu es malade.
53. **en** + **auto/autobus/avion/bateau/train**
a) Elle a voyagé en auto (autobus, etc.)
54. **à** + **bicyclette/motocyclette/cheval**
a) Il a voyagé à bicyclette (motocyclette, cheval).
55. **S** + **aller** + **me/te/se/nous/vous** + **I** +
a) Je vais me laver.
56. **qui** + **V** +
a) Voilà le garçon qui parle français.
57. **que** + **S** + **V** +
a) Voilà le garçon que Marie a vu.
58. **plus/aussi/moins** + + **que** + +
a) Je suis plus grand que Paul.
b) Paul n'est pas aussi grand que moi.
c) Paul est moins grand que moi.
d) Je parle plus vite que Paul.
e) Paul ne parle pas aussi vite que moi.
f) Paul parle moins vite que moi.
59. **moi/toi/lui/elle/nous/vous/eux/elles** + **aussi** +
a) Moi aussi, je suis fâché.
b) Toi aussi, tu es fâché.
etc.

GUIDE TO RELATED PATTERN DRILLS

In the following table, the left-hand column refers to the patterns as numbered under the heading *59 PREREQUISITE LANGUAGE PATTERNS*. The second column indicates the level of the *ICI ON PARLE FRANÇAIS* Teacher's Textbook in which the pattern drills are to be found. The four right-hand columns locate the tape script for the particular exercise or exercises recommended for use in drilling the pattern under study. This is not an exhaustive list of the available drills for every pattern.

Part I

Pattern Number	IOPF Level	Tape Number	Page Number	Drill Number	Exercise Letter
1	I	1	2	3	D
		1	3	4	C
		1	3	5	A
		1	4	6	C
		1	6	9	D
2	I	1	6	11	C
3/4	I	2	1	1	D/E
		2	2	3	C/D
		2	3	4	C
		2	7	16	A
5	I	2	3	4	D/E
		2	7	16	C
6/7/8	I	3	3	4	C
		3	4	6	C
		3	6	10	A/B
9	I	3	8	19	B/C/D
10	I	3	3	5	C
11	I	3	8	20	B
12	I	3	4	7	C
13	I	3	4	7	B
		3	5	8	D
		3	6	10	A/B
		3	8	20	A
14	I	4	4	8	A
		4	5	10	C
		4	7	19	A
15	I	4	3	5	D
		6	4	6	A

Pattern Number	IOPF Level	Tape Number	Page Number	Drill Number	Exercise Letter
16	I	4	5	10	C
		4	7	19	A
17	I	5	3	6	A
		6	2	3	C
18	I	5	2	4	C
		8	3	5	B
		8	4	6	D
19/20	I	6	1	1	B/C
		6	3	4	C
		6	3	5	C
		6	7	16	A/B
21	I	6	2	2	C
		6	8	17	B
		7	4	9	A
		7	5	10	B/C
		8	4	8	A/D
		8	5	11	A
22	I	7	2	4	C
23/24	I	7	3	6	C
25	I	7	5	10	C
		8	5	8	D
		8	6	11	C
26	I	8	7	17	D

Part II

27	II	1	3	5	C
		1	3	6	C/D
		1	4	7	D
		1	7	14	E
28	II	—	—	—	—
29	II	1	11	22	C
30	II	2	5	15	E
		5	7	23	B
31	II	1	8	16	C
32	II	1	4	7	C
		2	4	13	C
		2	7	23	C
		3	5	18	C
		3	7	25	C
		4	3	8	C
		6	6	23	A

Pattern Number	IOPF Level	Tape Number	Page Number	Drill Number	Exercise Letter
33	II	5	8	26	C
34	II	2 2	1 1	1 3	C C
35	II	2 2	6 7	18 25	C D
36	II	—	—	—	—
37	II	3	1	3	D
38	II	6	6	22	C/D
39	II	3 3 3 3 3 3 3	1 2 2 5 6 6 7	3 5 6 16 20 21 23	C D C/D C C/D C B
40	II	6	7	27	A
41	II	5	8	26	D
42	II	3 5	2 3	6 8	E C
43/44	II	4 5	1 2	3 8	C A
45	II	4	4	10	C/D
46/47	II	4 4 4 4 4 4 5 5 5 5 5 5 5 6 6 6	5/6 6 6 7 7 8 1 1 2 4 4 5 6 7 3 4 4	16 18 20 21 23 26 1 3 5 10 11 15 20 21 13 16 18	A/C A/C C B B B C B A/B/D E C D B/C C A A/C A/B

Pattern Number	IOPF Level	Tape Number	Page Number	Drill Number	Exercise Letter
48	II	5	7	21	D
		5	8	25	C
		6	7	25	D
49	II	5	8	25	D
50	II	5	2	6	A
		5	3	8	B
		5	4	13	C
		5	6	18	C
		5	7	21	B
		5	7	23	A
		6	1	3	C
		6	2	5	C
		6	3	13	A
		6	7	25	C
51	II	6	3	11	A/C
		6	5	21	B/C
		6	6	24	A
		6	7	27	A
52	II	6 (adapt)	4	13	C
53/54	II	5	3	10	C
55	II	6	3	11	D
56/57	II	6	1	1	C
		6	2	8	B
		6	3	10	B
		6	4	16	B
		6	7	27	C
58	II	6	3	10	C
		6	7	27	D
59	II	6	4	13	B
		5	3	9	C/D

PART III

CO-ORDINATION TABLES

- Purposes:*
- 1) To identify source contexts for **Exercices structuraux** and **Exercices oraux**.
 - 2) To correlate **Exercices structuraux** and **Exercices oraux**.
 - 3) To identify exercises designed specifically for review, re-entry or expansion.

Interpretation:

- 1) These tables are designed only for the purposes listed above. The arrangement therefore follows the sequence of the printed **Exercices structuraux**. The order of presentation of items in these tables is not the suggested order of presentation for teaching purposes.
- 2) The source context is not always identical with the exercise model. Most source contexts contain a variety of potential items for exercise development. Only certain items from most of the listed source contexts have been selected for development in the related exercise.
- 3) The term "expansion" has been used to indicate that the designated exercise is intended to develop a language concept somewhat beyond the limits of the source context. Such exercises usually require careful pre-teaching.
- 4) The term "re-entry" indicates that the designated exercise is designed primarily for review purposes, but, in most cases, the application also involves some expansion of skills.
- 5) The co-ordination of **Exercices structuraux** with **Exercices oraux** is not intended to be prescriptive. Teachers should schedule **Exercices oraux** whenever the potential value of these exercises becomes apparent. Since **Exercices oraux** are done with textbooks open, they sometimes serve as a valuable introduction to related **Exercices structuraux**.
- 6) The first exercise in each **Série** of **Exercices structuraux** is an exercise on pronunciation. While such exercises are usually related to the content of the given **Etape**, no specific cross reference is required. Therefore the first exercise of each **Série** has been omitted from these tables.

Reminders re procedures:

- 1) The **Exercices structuraux** and **Exercices oraux** of *IOPF* have been designed, not only to consolidate and/or expand the student's mastery of certain structures, but to provide planned re-entry and review of former language acquisitions. Remedial work on vocabulary and/or incidental language concepts must therefore be recognized as an essential part of the work on these exercises.
- 2) The **Exercices structuraux** are recorded pattern drills. As such, there is only one correct response to each stimulus. The timed pauses will seem too short unless students are prepared to meet the challenges of the recorded exercises. Pre-teaching may involve:
 - a) elimination of comprehension problems;
 - b) analysis of the mechanics of the structure (with chalk-board illustrations as required);
 - c) pre-practice with the teacher reading the stimulus until mastery and pace are satisfactory for tape work.

When students acquire sufficient skill in doing **Exercices structuraux** they are often able to give the required response more than once during the recorded, timed pause.

*Note: At the teacher's discretion certain **Exercices structuraux** may be done with textbooks open.*

- 3) The **Exercices oraux** are also structured exercises, but they differ from **Exercices structuraux** in that there are several possible responses to each stimulus. These exercises are intended for oral work only and must be done with textbooks open. Certain **Exercices oraux** should be carefully taught before the corresponding **Exercices structuraux** are attempted. This is true, for example, of **Exercices oraux** which introduce irregular verb stems for new tenses.
- 4) It is not necessary for all classes to do all **Exercices structuraux** and **oraux**. Teachers should select those exercises which best suit the needs of each class. It is preferable to do fewer exercises and do each one well than to attempt too many and invite failure and a negative attitude toward such oral drills. Polished techniques are essential to effective work, particularly with recorded pattern drills.

CO-ORDINATION TABLES FOR ORAL EXERCISES

ICI ON PARLE FRANÇAIS – LEVEL THREE – Etape 1		EXERCICES	
Reference		Structuraux	Oraux
Voiture en panne: Image 1, Page 4			
<i>C'est le trois juillet</i>		I	2
<i>C'est il fait très chaud</i>			3
<i>Regardez . . . pantalon bleu jaune</i>			4
<i>Il est canadien</i>			5
<i>Il a passé la douane</i>			6
<i>Il a passé il ne l'a pas trouvé</i>		II	2, 3
<i>Ques. B#7: Je me suis couché à</i>			4
<i>Alors Raoul s'est endormi</i>			5
<i>Lui aussi, il</i>			6
Voiture en panne: Images 2-3, Page 5			
<i>Ques. B#2: Je me suis réveillé à</i>		III	2
<i>Ques. A#6: Pourquoi est-ce que</i>			3
<i>Re-entry: disjunctive pronouns (see Série II#6)</i>			4
<i>J'ai laissé je suis venu à pied</i>			5, 6
Que / Qui			
<i>Page 4, line 6: Le jeune homme que</i>		IV	2, 3, 4, 5
<i>Page 4, line 4: Regardez le jeune homme qui</i>			6
Review / Expansion			
<i>Re-entry: pronoms objets, présent (See Série II#2)</i>		V	2
<i>Re-entry: qui est-ce qui (See Levels I and II)</i>			3
<i>Re-entry: pronoms objets (See Série II#2)</i>			4
<i>Re-entry: qui est-ce que (See Levels I and II)</i>			5
<i>Page 4, line 12: Je vais me reposer</i>			6
Chez Daniel, Page 7			
<i>Qu'est-ce que tu veux manger?</i>		VI	2
<i>Est-ce que tu peux</i>			3
<i>Et je vais faire</i>			4
<i>La chemise que tu portes</i>			5
<i>Et moi, je vais me laver</i>			6
Follow-up			7 & 8

Reference	Structuraux		Oraux
Le Début et Travail Complémentaire, Pages 20-21			
Je m'appelle	I	2	
Et <i>quelle est ta</i> matière		3	5
Est-ce que tu <i>en huitième</i>		4	
Page 21#3: Nomme que <i>tu étudies</i>		5	4
Page 21#4: J' <i>aime mieux</i>		6	
Mon (Ton) Autobiographie, Pages 21-22			
Il y a <i>mon</i> <i>ma</i> <i>mes</i>	II	2, 3, 4	3
Il a les <i>cheveux gris</i>		5	2
Mon <i>petit frère</i>		6	1
<i>Nous sommes cinq</i>	III	2	
Il a les <i>cheveux</i>		3	
Mon <i>père est mécanicien</i>		4	
Maintenant <i>je suis professeur</i>		5	6
Il est <i>plus jeune que</i> moi.		6	7, 8
Review / Expansion			
Passé composé avec AVOIR	IV	2 to 6	
Re-entry: Passé composé avec ETRE (See Levels I, II, III)	V	2, 3	
Re-entry: Numéraux (See Levels I, II, III)		4, 5, 6	
Améric Vespuce, Page 27			
Line 7: <i>En voilà une</i>	VI	2	
Line 9: Il a trouvé <i>chez eux</i>		3	
Line 27: Je <i>vais donner</i>		4	
Line 1: Bien sûr, <i>tout le monde le connaît</i>		5	
Line 25: L'explorateur <i>cent trente</i>		6	
Line 2: C'est l'explorateur qui	VII	2, 4, 6	
Line 7: En <i>1499</i>		3, 5	
Observations sur la Langue, Page 28			
C: <i>le / la / les</i>	VIII	2, 3	
D: <i>son / sa / ses</i>		4, 5, 6	
E: <i>ce / cet / cette / ces</i>	IX	2 to 6	
Follow-up			9

Reference	Structuraux		Oraux
Une Conversation formidable: Image 1, Page 43			
Elle a repassé <i>toutes</i> ses blouses	I	2	
Ques. B#2: Je (Elle) les repasse		3, 4	
Madeleine <i>est allée</i> répondre		5	
Ques. B#8: <i>C'est moi qui ai téléphoné.</i>		6	6
Une conversation formidable: Image 2, Page 44			
Ques. B#1: Je <i>les ai passées</i>	II	2, 4	
Le fer Madeleine <i>ne l'a pas vu.</i>		3, 5	
Re-entry: pronom objet <i>le</i> + verbe au présent		6	

Reference	Structuraux		Oraux
Une conversation formidable: Image 3, Page 45			
Ques. B#2: A qui est-ce que	III	2	
Re-entry: <i>avec qui est-ce que tu + verbe</i>		3	
Re-entry: <i>à quoi est-ce que vous + verbe</i>		4	
Re-entry: <i>avec quoi est-ce qu'il/elle + verbe</i>		5	5
Ques. B#4: Oui, j'en ai peur		6	
<i>Comme</i> elle a eu peur!			7
Une conversation formidable: Image 4, Page 46			
Les pompiers <i>leurs</i> forces	IV	2, 3	
Madeleine <i>lui</i> a répondu		4	3
Ques. B#8: Non, <i>je ne lui ai pas parlé</i>		5	4
Re-entry: <i>avec quoi est-ce qu'il/elle + verbe</i>		6	
J'ai parlé trop <i>longtemps</i> j'ai <i>complètement</i> oublié			1, 2
Review / Expansion			
<i>vouloir</i> , présent	V	2	
<i>répondre</i> , présent		3	
<i>pouvoir</i> , présent + <i>éteindre</i> + nom		4	
<i>laissez-moi</i> + infinitif		5	
<i>courir</i> , passé composé		6	
<i>aller</i> + <i>s'asseoir</i> , toutes les personnes	VI	2	
<i>il a</i> + adverbe + participe passé		3	
<i>c'est</i> + pronom + <i>qui</i> + verbe		4	
<i>comme</i> + <i>il/elle</i> + verbe + adverbe		5	
<i>nous ne lui</i> + verbe au présent + <i>pas</i>		6	
Le castor, Page 51			
Line 18: <i>C'est avec</i> ses dents <i>qu'il</i> coupe	VII	2	
Line 19: C'est avec et il travaille parce qu'il		3	
Line 1: <i>Le castor est un animal très intelligent</i>		4	
Line 41: Alors, si vous aimez ces <i>gentils</i> animaux		5	
Line 31: Mais vous <i>comme</i> ces animaux		6	
Line 22: Le castor <i>pendant</i> quinze minutes	VIII	2	
Line 15: Est-ce que vous <i>savez comment</i>		3	
Line 1: On n'en voit pas		4, 5	
Review		6	
Observations sur la langue, Page 53			
A: prédéterminants (masc. / fém.)	IX	2	
Re-entry: audio agreement of adjectives		3	
B: prédéterminants + fém. (voyelle/consonne)		4, 5	
Re-entry: indirect speech		6	
Follow-up			8

Reference	Structuraux		Oraux
Un accident devant l'école, Page 65 A: Est-ce que vous étiez A: Nous étions là. A: Où est-ce que tu étais A: J'étais B: Et toi, Georges, tu faisais? B: Je roulais B: Si, toi, tu étais et si Henri était C: <i>C'est la jeune fille qui habite</i> D: Mais Henri <i>s'est fait mal à la jambe</i> Re-entry: <i>aussi</i> + adjectif + <i>que moi</i> Re-entry: <i>moins</i> + adjectif + <i>que toi</i>	I	2 to 6	
	II	2 to 6	2
	III	2 3, 4 5 6	3
Un accident à la maison (chez toi), Pages 66/67 Le pain et j' <i>avais</i> un grand couteau Lui aussi <i>avait</i> faim Review Je me <i>coupais</i> quand <i>a sauté</i> Expansion: verbes à l'imparfait	IV	2, 3, 4, 5	
		6	
	V	2, 3 4, 5, 6	
Imparfait: Expansion Formation and uses	VI	2 to 6	
	VII	2 to 6	
Observations sur la langue, Page 73 A: gender of adjectives C: masc. / fem. — same Re-entry: beau / belle (See Etape II, Page 23, Ex. 1)	VIII	2, 3, 4 5 6	
Adjectives: Review / Expansion vieux / vieille beau / bel vieux / vieil beau / bel, vieux/vieil pluriel de <i>vieil</i> et <i>bel</i>	IX	2 3 4 5 6	
Follow-up			4, 5

Reference	Structuraux		Oraux
Quelle matinée! , Page 87 Scene 1: <i>Réveille-toi</i> , Paul! Scene 1: Allez et <i>lavez-vous</i> vite. Scene 1: <i>Je ne me suis pas levée</i> à temps. Scene 3A: <i>Raconte-moi</i> Scene 3A: Moi, <i>je me suis trompé</i> Scene 2: Tiens, <i>tu ne t'es pas rasé</i> , Paul? Scene 3B: Oui, mais je sais <i>ce que</i> je vais Scene 3B: <i>Je n'ai pas eu le temps de m'asseoir</i> .	I	2 3, 4 5, 6	1 2
	II	2, 3, 4 5 6	
	III	2, 3, 4 5, 6	5, 6

Reference	Structuraux		Oraux
Au buffet (au restaurant), Pages 88-89 Line 5: On paie manger tout <i>ce qu'on</i> veut. Line 10: Sur <i>du</i> sel et <i>du</i> poivre. Line 12: Il a donc pris <i>de la</i> purée Line 10: Sur <i>des</i> petits pains Title: <i>Au buffet</i> Line 15: Maman de la tarte <i>aux</i> cerises. Line 5: Papa <i>c'est toujours</i> lui <i>qui paie</i> Line 4: <i>On</i> paie un dollar	IV	2, 3, 4 5 6	3, 4
	V	2 3 4 5 6	
Review / Expansion passé composé (reflexive) / imparfait "Au buffet", Line 16: Papa <i>avait envie de</i> pourquoi? / parce que <i>finir</i> , présent <i>finir</i> , passé composé <i>finir</i> , imparfait "Au buffet", Line 4: <i>on peut manger tout ce qu'on veut</i> "Au buffet", Line 4: <i>On paie un dollar</i> "Au buffet", Line 16: Papa <i>quelque chose de bon</i>	VI	2 3, 4 5 6	7
	VII	2 3 4 5 6	
Les chutes du Niagara, Page 94 and Exercices écrits "Chutes", Line 7: On ne <i>sait pas</i> Cahier, Page 60: <i>pouvoir</i> , présent Cahier, Page 60: <i>vouloir</i> (oral expansion – présent to imparfait) Cahier, Page 60: <i>pouvoir</i> (oral expansion – présent to imparfait) Cahier, Page 60: <i>vouloir, pouvoir</i> , passé composé Cahier, Page 62: <i>notre, nos, votre, vos, leur, leurs</i>	VIII	2 3 4 5 6	8
	IX	2 to 6	
Follow-up			

Reference	Structuraux		Oraux
Chez Madame X, Page 109 A: Je <i>ne vois rien</i> . Re-entry of negations: verbe au présent B: Est-ce que vous <i>ne voyez personne</i> B: Il <i>n'y a ni nom, ni adresse</i> C: Il <i>ne m'écrit plus</i> D: J' <i>avais raison</i> D: Mme X <i>n'a jamais tort</i> D: Mon oncle <i>n'a jamais été</i> malade B: Mais <i>qui n'est pas encore arrivée</i> .	I	2 3, 4, 5, 6	1
	II	2 3 4, 5 6	2
	III	2 3 4, 5, 6	3
Le Fantôme de Miquelon, Pages 111-113 Re-entry: <i>ne</i> <i>plus</i> for contrast with <i>le/la/les + plus + adj.</i> Image 2: C'était <i>le plus vieux</i> pêcheur de Re-entry: <i>avoir tort</i> from "Chez Mme X"	IV	2 3, 4, 5 6	5

Reference	Structuraux		Oraux
Review / Expansion and "Si / Oui"			
M.Z, C: Il ne <i>m'écrit</i> plus	V	2, 3	
Mme X, B: Ah <i>si!</i>		4, 5	
Mme X, B: Mais c'est une lettre <i>qui</i>		6	
C: C'est la lettre <i>que</i>			
Expansion: il n'y a rien + <i>à</i> + infinitif	VI	2	
Expansion: je ne + faire + <i>jamais de</i> + nom		3	
Expansion: il n'a <i>plus de</i> + nom		4	
Re-entry: <i>beaucoup d'</i>		5	
Re-entry: pronom objet indirect (See Série V, 2/3)		6	
M.Z, E: Je <i>vais vous envoyer</i>	VII	2	
Re-entry: <i>plus</i> + adjectif + <i>que</i>		3	
Re-entry: quelques contraires (vocabulary review)		4	
Expansion: <i>ne</i> <i>ni, ni</i> (See Série II, 3)		5	
Expansion: <i>arrêtez de</i> + infinitif		6	6
Incroyable mais vrai , Pages 118-119			
Line 4: Je <i>crois que je vais aller</i>	VIII	2	
Lines 3 and 30: <i>Il était</i> / <i>Ils étaient</i>		3	
(note oral contrast: singular/plural)			
Line 4: Je <i>crois que</i>		4	
Line 9: <i>Qui veut venir</i>		5	
Line 47: Deanne <i>a pu lui prendre</i>		6	
Observations sur la langue , Page 120			
C: <i>à</i> plus definite article	IX	2, 3	
D: <i>de</i> plus definite article		4, 5	
Expansion: le plus + adverbe (See Série IV, 2)		6	4
Follow-up			7

Reference	Structuraux		Oraux
Le meilleur film de l'année , Page 133			
Scène 1A: Avec plaisir, mais <i>il faut que</i> je finisse	I	2, 3, 4	
Scène 1A: Nous <i>venons de regarder</i>		5	1
Scène 1B: Je <i>vais finir mes devoirs aussi vite que possible</i> .		6	
Scène 1A: Non, ma mère <i>ne veut pas que</i>	II	2, 3	
Scène 1A: Non, ma mère <i>le dimanche</i> .		4	
Scène 1B: Oui, et <i>il paraît qu'il</i>		5	
Scène 1B: <i>Tant mieux!</i> Scène 2: <i>Quelle malchance!</i>		6	
Scène 2: Je ne sais pas, mais <i>il faut que nous décidions</i>	III	2	
Expansion: <i>il faut que</i> + subjunctive		3, 4	2
Expansion: <i>vouloir que</i> + subjunctive		5, 6	
Scène 1A: Non, ma mère <i>je fasse</i>	IV	2	
Scène 1A: Avec plaisir, <i>je finisse</i>		3	
Scène 3A: Il faut que <i>nous partions</i>		4	
Expansion: il faut que + <i>prendre</i> au subjonctif		5	
Scène 3B: N'aie pas peur et <i>sois</i> sage.		6	3

Reference	Structuraux		Oraux
La télévision et nous , Page 134 Line 23: Si je veux il faut que <i>j'aïlle</i> Line 17: La télé <i>est à</i> ma soeur Line 11: <i>Il faut qu'il y ait</i> des règles Re-entry: <i>être</i> au subjontif Re-entry: vocabulary	V	2 3 4 5 6	4
Review / Expansion Expansion: <i>lui/leur</i> + infinitive (See Cahier, Page 87) Re-entry: pronoun object + infinitive (See Etape V, Série VIII, Ex. 4/5) Re-entry: <i>vouloir que/il faut que</i> + subjunctive Re-entry: imparfait forms Expansion: <i>ce qui</i> (See Cahier, Page 88) Re-entry: dates (See Etape 2, Séries V, VI, VII)	VI VII	2 3, 4 5 6 1 3, 4, 5, 6	
Exercices écrits , Cahier, Pages 85-86 Re-entry: <i>dire/mettre</i> au présent et p.c. Expansion: <i>dire/mettre</i> à l'imparfait	VIII	2 to 6	
Observations sur la langue , Page 142 A: verbes du type <i>répondre</i> au présent Expansion: verbes du type <i>répondre</i> à l'imparfait B: verbes du type <i>répondre</i> au p.c. C: pronom objet direct ou indirect Expansion: negative form of same structure	IX	2 3 4 5 6	
Follow-up			5

Reference	Structuraux		Oraux
Au palais de justice , Page 155-160 Image 1A: Qu'avez-vous fait . . . ? (interrogative inversion) Expansion: e.g. Image 1B: <i>Voulez-vous</i> . . . ? Image 2: Soudain <i>j'ai remarqué que</i> Image 2: L'accusé . . . <i>beaucoup plus grand que lui</i> . Image 2: <i>Ce n'est pas lui qui</i> Image 2: L'accusé <i>a voulu aider</i> Re-entry: interrogative inversion; present tense + <i>vous</i> Image 3A: <i>Regardez-la bien</i> Expansion: impératif + pronom "moi" Image 3A: <i>Avez-vous (bien) vu</i> . . . ? Image 3A: <i>Avez-vous bien vu</i> . . . ? Image 3B: Mon client . . . <i>a refusé de vendre</i> Image 4B: M. Masson, <i>je veux absolument faire</i> Image 4B: Elle n'est pas . . . <i>elle ne veut rien accepter</i> . Image 4B: <i>Elle va certainement aimer</i> Image 4A: Mlle Benoit, <i>je ne vais jamais oublier</i> Image 4B: M. Masson . . . <i>le premier de chaque mois</i>	I II III IV	2 3, 4, 5, 6 2 3 4 5 6 2 3 4 5 6 2 3 4 5 6	2 1 6

References	Structuraux		Oraux
Review / Expansion			
<i>Pourquoi</i> + interrogative inversion (présent avec <i>tu</i>)	V	2	
<i>Où</i> + interrogative inversion (p.c. avec <i>il/elle</i>)		3	
<i>Avec qui</i> + interrogative inversion (p.c. avec <i>ils/elles</i>)		4	
<i>Qu'</i> + interrogative inversion (p.c. avec <i>vous</i>)		5	3
Expansion: comparative of adjective (<i>l'un des deux</i>)		6	
Re-entry: impératif + <i>le/la/les</i> (See Série III, Ex. 2)	VI	2	4
Re-entry: impératif + <i>lui/leur</i> (See Etape 5, Série II)		3	5
Re-entry: pronom <i>en</i> (See Etape 3, Série III, Ex. 6 and Série VIII, Ex. 4/5)		4	
Re-entry: pronoms objets + verbe au présent		5	
Re-entry: pronoms objets + verbe au p.c.		6	
Exercices écrits, Cahier, Page 98			
<i>prendre</i> , présent	VII	2	
<i>venir</i> , présent		3	
<i>prendre, venir</i> , p.c.		4	
Expansion: <i>prendre</i> , imparfait		5	
Expansion: <i>venir</i> , imparfait		6	
Observations sur la langue, Page 167			
A: <i>finir</i> , présent	VIII	2	
A: <i>choisir</i> , présent		3	
B: <i>finir</i> , p.c.		4	
Expansion: <i>finir</i> , imparfait		5	
Expansion: <i>choisir</i> , imparfait		6	
C: <i>aller</i> + infinitif	IX	2	
D: <i>venir de</i> + infinitif		3	
C: <i>vouloir</i> + infinitif		4	
C: <i>pouvoir</i> + infinitif		5	
Re-entry		6	
Follow-up			7

A SUGGESTED PROGRAM FOR SEPTEMBER PLUS
(The First 25 Days of Level Three)

Etape I of Level Three features the same structures and vocabulary as were presented in the last unit of Level Two. The contexts are different, but the basic language elements are the same. For students who have completed the last unit of Level Two, the first **Etape** of Level Three will provide a useful review. However, classes who have not achieved a reasonable mastery of all six units of Level Two are likely to find the first **Etape** of Level Three rather difficult, particularly if this **Etape** is taught in September of the Level Three year after a two-month holiday during which a considerable skill and memory loss is likely to have occurred.

Etape II of Level Three, on the other hand, is an ideal unit of work for the first few weeks of the Level Three year. Its contexts provide get-acquainted oral core materials, and, for the most part, the language elements introduced in this **Etape** are either review items or minor extensions of known material.

The following set of lesson plans, entitled *A Suggested Program for September Plus*, is offered merely as a planning guide for teachers who elect to begin Level Three with **Etape II**. It must be stressed that ready-made lesson plans are not intended for unmodified implementation. Every class is unique as to its previous experience, interests, aptitudes and needs, and the wise teacher will therefore adapt materials, teaching techniques and planning guides to the specific classroom situation which he encounters.

The *Suggested Program for September Plus* is intended to serve, not as a set of model lesson-plans for actual classroom use, but rather as an illustration of:

- a) the potential for variety in 40-minute periods;
- b) a reasonable co-ordination of components for an integrated lesson;
- c) some of the possibilities for combining teaching and testing in the day-to-day work on an **Etape**;
- d) points of introduction and re-entry for various components of an **Etape**;
- e) balance of emphasis recommended for various components of an **Etape**;
- f) types of homework assignments for which students may be made responsible.

Notes

1. The **Observations Sur La Langue** is the only component of **Etape II** which cannot be done before its counterpart in **Etape I**. We have, therefore, programmed the O.S.L. materials of **Etapes I** and **II** in correct sequence and have included both of these O.S.L. components in the lesson plans for **Etape II**. Since they are both short and fairly simple lessons, this double O.S.L. load creates very little difficulty in programming.
2. This program is based on a time budget of 25 days for the **Etape**. It would be difficult to cover this material in less time (except with gifted students), and it is likely that some language departments will plan to spend up to 30 days on this first unit of work. The number of **Etapes** to be covered in a school year is flexible (6 to 8 **Etapes**). The promotion policy of the school or school system will be the key factor in deciding on course coverage and this, in turn, will dictate the time budget for each **Etape**.
3. Review and re-entry are built into the *IOPF* materials, but extra reviews and remedial teaching are likely to prove necessary in the course of the year's work with most classes. Special blocks of time (not included in these plans) should be programmed into every fourth or fifth lesson plan. The nature of the review should be based upon demonstrated needs, and will vary from class to class. Allocation of time for such reviews and remedial teaching will, of course, extend the total time budget for an **Etape**.

4. Teachers are warned of the hazards involved in planning lessons which require the use of non-sequential recorded materials. Changing tapes during a lesson period is time-consuming.
5. Not all testing will necessarily be completed in class time. Some provision will likely be required for the completion of the testing program outside of class periods.
6. It must be understood that home study is essential to the success of the program. A marking system which offers credit for day-to-day achievement in oral skills will provide added incentive for thorough preparation of oral assignments.

KEY TO ABBREVIATIONS USED IN LESSON PLANS

E.S.	=	Exercices structuraux
E.O.	=	Exercices oraux
O.S.L.	=	Observations sur la langue
C16	=	Cahier, page 16
T119	=	Teacher's Textbook, page 119

A SUGGESTED PROGRAM FOR SEPTEMBER PLUS (The first 25 days of Level Three)

Day	Page	Component	Procedures	Time
1	20	Le Début (lines 1 to 13)	Oral presentation, comprehension, practice, reading	10
	31	E.S.	Série I: #2, 3, 4 (texts open as required)	10
	24	E.O.	#5	5
	11	O.S.L. (Etape I) <i>Assign</i>	Teach A, B, C, D and introduce Cahier, pp. 10-11, A to D. Le Début: roles to groups for memorization. O.S.L.: Cahier as above.	15
2	11	O.S.L. (Etape I)	Correct Cahier assignment	10
	20	Le Début	Teach Part E and introduce Cahier, p. 12, Part E. Review as assigned and continue teaching to the end. (See procedures on Day 1.)	10
	34	E.S.	Série IV: #2, 3, 4 (P.C. review)	10
	C16	Ex. de Lecture <i>Assign</i>	Do Cahier, pp. 16-17 in class (oral/written) Le Début: roles to groups for memorization Cahier: p. 12, ex. E.	10
3	20	Le Début	Review	10
	21	Travail Complém.	#1 to 4	10
	31	E.S.	Série I: #5 & 6	10
	C19	Ex. Ecrits <i>Assign</i>	#I & II: oral introduction and practice / correct p. 12, ex. E. Le Début: review for oral tests Ex. Ecrits: Cahier, pp. 19-20, ex. I & II	10
4	20	Le Début	Review and oral tests	10
	21	Trav. Complém.	Review #1 to 4 and teach 5 to 7	10
	24	E.O.	Review #5 and do #4	10
	C21	Ex. Ecrits <i>Assign</i>	#III & IV: introduce and practise orally Ex. Ecrits: Cahier, p. 21, ex. III & IV Travail complémentaire: memorize any 3 questions and prepare all answers for oral test	10

Day	Page	Component	Procedures	Time
5	21	Trav. Complém.	Test questions and answers as assigned	10
	28	O.S.L.	Teach blocks A to F	10
	38	E.S.	Série VIII: #2 to 6	10
	C23	O.S.L. <i>Assign</i>	Cahier: introduce briefly #I, II & III O.S.L.: Cahier, pp. 23-25, ex. I, II & III	10
6	C23	O.S.L.	Correct Cahier assignment	10
	38	E.S.	Série IX: #2 to 6 as required	10
	21	Composition orale	Mon autobiographie: introduction & comprehension	15
	22		Ton autobiographie: #1, 2, 3	
	23	E.O. <i>Assign</i>	#3 Ton autobiographie: #1, 2, 3	5
7	22	Comp. orale	Ton autobiographie: review #1, 2, 3 / teach 4, 5, 6	10
	32	E.S.	Série II: #2, 3, 4	10
	C21	Ex. Ecrits	Teach ETRE and practise ex. V orally	10
	23	E.O. <i>Assign</i>	#1 & 2 Ex. Ecrits: p. 22, ex. V Ton autobiographie: page 22, #1 to 6	10
8	22	Comp. orale	Ton autobiographie: review 1 to 6 / teach 7 to 10	15
	C22	Ex. Ecrits	Correct p. 22, ex. V	5
	34	E.S.	Série IV: #5 & 6	10
	30	O.S.L. <i>Assign</i>	Teach blocks G, H & I Introduce Cahier, pp. 26-28, ex. IV, V, VI Ton autobiographie: #1 to 10 O.S.L.: Cahier, pp. 26-28, ex. IV, V, VI	10
9	22	Comp. orale	Ton autobiographie: review 1 to 10	10
	C26	O.S.L.	Correct ex. IV, V, VI and discuss VII	10
	32	E.S.	Série II: #5 & 6	10
	24	E.O. <i>Assign</i>	#6 & 7 Ton autobiographie: oral test O.S.L.: Cahier, p. 28, ex. VII	10
10	22	Comp. orale	Ton autobiographie: oral tests	15
	C29	O.S.L.	Correct Cahier, ex. VII	10
	33	E.S.	Série III: #2 & 3	10
	C19	Ex. Ecrits <i>Assign</i>	Explain test and review procedures for Ex. Ecrits, Cahier, pp. 19-22 Ex. Ecrits: review for written test Ton autobiographie: review for oral tests	5
11	C19	Ex. Ecrits	Short written review test on pp. 19-22	10
	22	Comp. orale	Ton autobiographie: oral tests	10
	33	E.S.	Série III: #4, 5, 6	15
	C23	O.S.L. <i>Assign</i>	Explain test and review procedures for O.S.L. , Cahier, pp. 23-29 O.S.L.: review Text, pp. 28-30 and Cahier, pp. 23-29 for written test	5
12	C23	O.S.L.	Short written review test on Cahier, pp. 23-29	15
		Ex. Ecrits	Return and discuss written tests on Ex. Ecrits	10
	25	E.O. <i>Assign</i>	#8 & 9 Corrections on Ex. Ecrits Tests	15

Day	Page	Component	Procedures	Time
13		O.S.L.	Return and discuss written tests on O.S.L.	10
	25	E.O.	Review (or continue) #9	10
	27	Lecture	Améric Vespuce: introduce briefly, read silently (with recorded model), check general comprehension	10
	35	E.S. <i>Assign</i>	Série V: #2 & 3 E.S.: Série IV , #2, 3, 5, 6 to review for oral tests O.S.L.: corrections to O.S.L. tests	10
14	27	Lecture	Améric Vespuce: oral reading of 1st half / related questions in text	10
	36	E.S.	Série VI: #5, 2, 3	10
	34	E.S. <i>Assign</i>	Série IV: test#2, 3, 5, 6 Le Début & Ton autobiographie: review for oral test	20
15	20	Le Début etc.	Le Début & Ton autobiographie: oral tests	15
	22	Comp. orale		
	27	Lecture	Améric Vespuce: oral reading of 2nd half / related questions in text	10
	36 C18	E.S. Lecture <i>Assign</i>	Série VI: #4 & 6 Oral preparation of Cahier, p. 18, ex. I Améric Vespuce: practise for oral reading test Lecture exercise: Cahier, p. 18, ex. I	10 5
16	C18	Lecture	Correct Cahier, ex. I and prepare ex. II orally	10
	27	Lecture	Améric Vespuce: oral reading tests	10
	31	E.S.	Série VII: #2, 4, 6	10
	C30	Dictée <i>Assign</i>	Dictation exercise in Cahier: oral preparation Dictation exercise: unscramble and transcribe	10
17	27	Lecture	Améric Vespuce: continue oral reading tests	10
	37	E.S.	Série VII: #3 & 5	10
	C30	Dictée	Correct dictation exercise	10
	23	E.O. <i>Assign</i>	Review all Exercices oraux , pp. 23-25, for oral test assignment Dictée: study corrected dictation exercise for dictée E.O.: review all exercises for oral tests	10
18	C30	Dictée	Dictation test	10
	23	E.O.	Exercices oraux: oral tests	15
	35	E.S.	Série V: #4, 5, 6	10
		Numbers <i>Assign</i>	Review counting in French Série V: review #2, 3, 4, 5 for oral tests	5
19	35	E.S.	Série V: #2, 3, 4, 5 oral tests	10
	T119	Listening Comp. <i>Assign</i>	Introduce briefly / play anecdote / check comprehension of main points / replay 1st part / begin discussion questions E.S.: review all (or selected) exercises marked with asterisks for oral tests	30
20	T119	Listening Comp.	Replay anecdote and complete discussion	20
	35	E.S.	Oral tests as assigned	20
21-25		Reviews & Tests	Review as required and complete testing program. Begin Etape I concurrently if desired.	

TWENTY-DAY LESSON PLAN FOR ETAPE 5

Day	Component	Procedure	Time
1	Saynète (p. 87)	a) Briefly introduce key items of new vocabulary. b) Play recorded dramatization of entire Saynète . c) Check global comprehension by means of a few simple questions requiring short answers.	10
	Saynète (p. 87)	a) Teach Scène 1 for comprehension and pronunciation. b) Open texts and review Scène 1 as a recognition reading exercise.	15
	Ex. oraux (p. 90)	Do ex. 1 and 2 with texts open.	10
	Ex. de lecture (Cahier p. 56)	Introduce ex. 1 and 2 orally.	5
	Assign	a) Saynète, Scène 1 : memorize roles as assigned to selected groups. b) Ex. de lecture : write ex. 1 and 2, p. 56.	
2	Saynète (p. 87)	a) Review Scène 1 : group unison and individual presentations of assigned roles. b) Teach Scène 2 (See procedure for teaching Scène 1 above).	5 15
	Ex. Structuraux (p. 98)	Do selected exercises from Première série .	10
	Ex. de lecture (Cahier pp. 56-57)	a) Correct ex. 1 and 2 b) Introduce ex. 3	10
	Assign	a) Saynète, Scènes 1, 2 : memorize roles b) Ex. de lecture : write ex. 3, p. 57	
3	Ex. de lecture (Cahier p. 57)	Correct ex. 3	5
	Saynète (p. 87)	a) Review Scènes 1, 2 : group unison and individual presentation of assigned roles. b) Teach Scène 3A .	5 15
	Ex. structuraux (p. 99)	Do selected exercises from Deuxième série .	15
	Assign	Saynète, Scènes 1, 2, 3A : memorize roles.	
4	Saynète (p. 87)	a) Review Scènes 1, 2, 3A : group unison and individual presentation of assigned roles. b) Teach Scène 3B .	10 15
	Ex. oraux (p. 91)	Do ex. 5, 6 orally with texts open.	10
	Ex. écrits (Cahier p. 59)	Introduce ex. 1	5

Day	Component	Procedure	Time
	<i>Assign</i>	a) Saynète : memorize roles, Scène 3B , and review Saynète for presentation. b) Ex. écrits : write ex. 1	
5	Ex. écrits (Cahier pp. 59-60)	a) Correct ex. 1. b) Teach VOULOIR and introduce ex. 2.	10
	Ex. structuraux (p. 100)	Teach selected exercises from Troisième série .	15
	Saynète (p. 87)	Review all scenes: group unison and dramatization.	15
	<i>Assign</i>	a) Ex. écrits : write ex. 2, p. 60. b) Saynète : review roles for oral tests beginning on Day 8.	
6	Ex. écrits (Cahier pp. 60-61)	a) Correct ex. 2. b) Teach POUVOIR and introduce ex. 3, 4.	10
	Comp. orale (pp. 88-89)	a) Introduce Au buffet . b) Do Au restaurant , ques. 1, 2, 3.	10 10
	Ex. oraux (pp. 90-91)	Do ex. 3, 4 orally with texts open.	10
	<i>Assign</i>	a) Au restaurant : memorize ans. 1, 2, 3. b) Ex. écrits : write ex. 3, 4, p. 61.	
7	Comp. orale (p. 89)	a) Review Au restaurant , ans. 1, 2, 3 b) Do ques. 4, 5, 6, 7.	5 10
	Ex. structuraux (p. 101)	Teach selected exercises from Quatrième série .	10
	Ex. écrits (Cahier pp. 61-62)	a) Correct ex. 3, 4. b) Introduce ex. 5.	10 5
	<i>Assign</i>	a) Au restaurant : memorize ans. 1 to 7 for Day 9. b) Ex. écrits : write ex. 5, p. 62.	
8	Saynète (p. 87)	a) Review all scenes: group unison. b) Test selected students on assigned roles.	10 10
	Ex. écrits (Cahier p. 62)	Correct ex. 5.	5
	O.S.L. (A) (p. 96) (Cahier pp. 63-64)	a) Teach Block A. b) Introduce Ex. sur O.S.L. , ex. 1, 2, 3	5 10
	<i>Assign</i>	a) Saynète : review for oral tests. b) Ex. sur O.S.L. (A) : write ex. 1, 2, 3, pp. 63-64.	

Day	Component	Procedure	Time
9	O.S.L. (A) (Cahier pp. 63-64)	Correct ex. 1, 2, 3 with remedial teaching as required.	10
	Comp. orale (p. 89)	a) Review Au restaurant , ans. 1 to 7. b) Do ques. 8, 9.	10 10
	Saynète (p. 87)	Continue oral tests.	10
	<i>Assign</i>	a) Au restaurant : memorize ans. 1 to 9. b) Saynète : review for oral tests for Day 11.	
10	O.S.L. (B) (p. 96) (Cahier p. 64)	a) Teach Block B. b) Introduce Ex. sur O.S.L. ex. 4	5 5
	Comp. orale (p. 89)	a) Review Au restaurant , ans. 1 to 9. b) Do ques. 10, 11.	15 5
	Ex. structuraux (p. 102)	Do selected exercises from Cinquième série .	10
	<i>Assign</i>	a) Au restaurant : memorize ans. 1 to 11. b) Ex. sur O.S.L. (B) : write ex. 4, p. 64.	
11	Comp. orale (p. 89)	Review Au restaurant .	10
	Saynète (p. 87)	Continue oral tests.	10
	O.S.L. (B) (Cahier P. 64)	Correct Ex. sur O.S.L. (B) , ex. 4.	5
	O.S.L. (C) (pp. 96-97) (Cahier pp. 65-66)	a) Teach Block C. b) Introduce Ex. sur O.S.L. (C) , ex. 5	10 5
	<i>Assign</i>	a) Au restaurant : review for oral tests. b) Ex. sur O.S.L. (C) : write ex. 5, pp. 65-67.	
12	Comp. orale (p. 89)	Begin oral tests on Au restaurant .	10
	O.S.L. (C) (Cahier pp. 65-66)	Correct ex. 5.	10
	Ex. structuraux (p. 103)	Do selected exercises from Sixième série .	10
	Ex. oraux (pp. 90-91)	Do ex. 7 and review selected ex. from 1 to 6.	10
	<i>Assign</i>	Au restaurant : review for oral tests.	

Day	Component	Procedure	Time
13	Comp. orale (p. 89)	Continue oral tests on Au restaurant .	10
	O.S.L. (D) (p. 97) (Cahier p. 66)	a) Teach Block D. b) Introduce Ex. sur O.S.L. (D) , ex. 6.	10 5
	Ex. oraux (pp. 90-92)	Do ex. 8 and review selected exercises from 1 to 7.	15
	<i>Assign</i>	a) Ex. oraux : prepare ex. 8 as oral composition. b) Ex. sur O.S.L. (D) : write ex. 6, p. 66.	
14	Ex. oraux (p. 92)	Check oral composition on ex. 8.	5
	Ex. structuraux (p. 104)	Do selected exercises from Septième série .	15
	O.S.L. (D) (Cahier p. 66)	Correct ex. 6.	5
	Lecture (p. 94)	Introduce Les chutes du Niagara : a) Briefly introduce new vocabulary for pronunciation. b) Play recorded Lecture . c) Check comprehension of main points.	15
	<i>Assign</i>	Ex. oraux : review ex. 1 to 8 for oral tests.	
15	Ex. oraux (pp. 90-92)	Oral tests on ex. 1 to 8, with texts open for ex. 1 to 7.	15
	Lecture (pp. 94-95)	a) Teach first 16 lines for oral reading skills (use recorded spaced reading). b) Do ques. 1, 2, 3, p. 95.	10 5
	Saynète (p. 87)	Review all scenes: group unison.	10
	<i>Assign</i>	a) Saynète : review for oral tests. b) Lecture : review first 16 lines for oral reading tests.	
16	Lecture (p. 94)	a) Test oral reading of first 16 lines. b) Teach lines 17 to 28 for oral reading skills.	5 10
	Saynète (p. 87)	Continue oral tests.	10
	Ex. structuraux (p. 105)	Do selected exercises from Huitième série .	15
	<i>Assign</i>	Lecture : review first 28 lines for oral reading tests.	

Day	Component	Procedure	Time
17	Lecture (pp. 94-95)	a) Test oral reading of first 28 lines. b) Teach lines 29 to 44 for oral reading skills. c) Do ques. 4, 5, p. 95.	5 10 5
	Listening Comprehension (p. 253)	a) Introduce key vocabulary hazards. b) Play recorded anecdote once. c) Check global comprehension by means of a few simple questions requiring short answers.	10
	Les chutes (Cahier p. 58)	Introduce Ex. sur Les chutes orally.	10
	<i>Assign</i>	a) Ex. sur Les chutes : write ex., p. 58. b) Lecture : review complete story for oral reading tests for Day 19.	
18	Les chutes (Cahier p. 58)	Correct Ex. sur Les chutes .	15
	Ex. structuraux (p. 106)	Do selected exercises from Neuvième série .	10
	Dictée ex. (Cahier p. 67)	Introduce exercise orally.	5
	Listening Comprehension (p. 253)	a) Replay recorded anecdote once. b) Do "suggested questions and answers" 1 to 6.	10
	<i>Assign</i>	Dictation preparatory exercise: write sentences.	
19	Dictée ex. (Cahier p. 67)	Correct dictation preparatory exercise.	15
	Listening Comprehension (p. 253)	a) Replay recorded anecdote once. b) Complete "suggested questions and answers".	15
	Lecture (p. 94)	Test oral reading of Les chutes du Niagara .	10
	<i>Assign</i>	Dictation Test : study sentences, Cahier p. 67.	
20	Dictée Test (Cahier p. 110)	Dictate 5 sentences selected from preparatory exercise.	10
	Printed Tests (pp. 255-256)	Administer printed and recorded tests 1 to 4.	30

PART IV

STUDENT'S COMPANION GLOSSARY

Notes Approximately 550 core vocabulary items are taught for oral mastery in Levels One and Two of *IOPF*. These items are not included in the glossary of the Level Three Student's Textbook, and are therefore potential problems for students using Level Three without a thorough training in Levels One and Two. This COMPANION TO LEVEL THREE includes master sheets entitled STUDENT'S COMPANION REVIEW GLOSSARY. These may be multicopied, at the teacher's discretion, for distribution to students. It is suggested that these copies be three-ring punched for protective filing in students' loose-leaf binders.

The REVIEW GLOSSARY serves first as a teacher's resource item by providing a survey list of the prerequisite vocabulary for Level Three to be used as cross reference in comparing the students' previous vocabulary acquisitions with those required by Level Three. Items in this REVIEW GLOSSARY which are considered to be unfamiliar to a particular group of students should be so marked on a teacher's copy of the glossary, and such items should be noted for pre-teaching when they occur in a Level Three study component.

If copies are made available to students, the following procedures for their use are suggested.

- Procedures*
1. Analyse each Level Three component for potential vocabulary problems, and pre-teach the REVIEW GLOSSARY items along with the new vocabulary listed on the Level Three "Contents" page for that component. This should be done first without student reference to the glossary materials.
 - a) Ensure comprehension by means of visual aids, pantomime, chalkboard presentation (in the case of cognates) or translation into English (as a last resort).
 - b) Have the students repeat the French vocabulary item in simple contexts and in isolation, if necessary (total unison, group unison and individual repetitions) to ensure correct oral production.
 2. Return to the source context in the Level Three program and proceed with the lesson.
 3. When assigning home study or independent work, remind students that the new vocabulary treated in each day's lesson may be found in either the Level Three Student's Textbook Glossary or in the REVIEW GLOSSARY.

Attention Vocabulary lists (glossary or other) are not recommended for direct study or testing. All vocabulary is intended to be taught and tested in contexts.

KEY TO STUDENT'S COMPANION GLOSSARY

The following cognates and near-cognates have been omitted from the STUDENT'S COMPANION GLOSSARY:

- a) nouns having identical spelling in French and English
- b) French nouns whose English equivalents differ only in regard to the omission of the final (mute) "e", e.g. **artiste** – artist
- c) French verbs whose English equivalents differ only in regard to the infinitive ending, e.g. **transporter** – to transport

STUDENT'S COMPANION VERB TABLES

Notes In Levels One and Two of *IOPF* verb forms have been treated primarily as items of oral vocabulary functioning within the limits of the prescribed contexts. It was not the objective of Levels One and Two to ensure mastery of or even exposure to all forms of any verb in any given tense. The three tenses used in Levels One and Two are the **présent**, **passé composé** and **futur proche**, but tense formations are not taught fully or analytically in the first two levels of *IOPF*.

It is in Level Three that an analytical approach to verbs is introduced, and it is, therefore, in this level that the student first encounters verb conjugations. In some cases the conjugation introduces certain forms of a verb which the students have not previously encountered in their French program.

In the view of the authors of *IOPF* Level Three, verbs should be introduced and manipulated in communication contexts rather than in conjugation formats. It must also be noted that the teaching of verb forms for oral use differs greatly from the teaching of the corresponding written forms. For this reason *IOPF* delays the introduction of verb conjugations until Level Three, and even in this level the use of conjugation formats is modified and limited.

It may appear to be a contradiction in terms of philosophy and principles to provide traditional verb tables in this COMPANION TO LEVEL THREE. They are included for the following reasons and with the following reservations as to their use.

If a student has not had normal exposure to the Level One and Level Two materials he is likely to encounter verb forms which are incomprehensible to him. Since there is no simple remedial material and certainly no time to correct major deficiencies by means of contextualized, systematic conditioning in the use of verb forms, the only practical alternative is to supply resource reference material which will at least ensure him comprehension until other corrective measures take effect. It is, of course, not practical to include all possible forms of all verbs in a glossary, and the infinitive form is often ineffective since it is either not known or not obviously related to other forms of the same verb. Therefore, the most effective reference resource under such conditions is a set of verb tables.

These tables are to be used as a specialized glossary and not as study projects. Students should not be required to recite verb conjugations or to concern themselves with the spelling of verb forms except insofar as spelling affects pronunciation. These tables are strictly oral reference resources and, for this reason, all forms of a given verb which have a common pronunciation are identified by an asterisk.

If the STUDENT'S COMPANION VERB TABLES are multicopied and distributed to the students, their function and use as reference materials should be carefully explained and demonstrated.

Procedures The procedures for using the verb tables are the same as those for the REVIEW GLOSSARY with the possible exception of an additional procedure to be included in step #1. In addition to ensuring comprehension of verbs as vocabulary, it may be necessary to treat certain verb forms as language patterns (see PREREQUISITE LANGUAGE PATTERNS, p. 2) and to do appropriate oral drills (see GUIDE TO RELATED PATTERN DRILLS, p. 8) in order to establish basic skill in oral transformation from one personal form to another (e.g. **nous** to **vous**) or from one tense form to another.

FOREWORD TO THE STUDENT

A language in action is like a team sport except that, in a language, the players are the vocabulary items, and the rules and playing patterns are the structures. In order to play the language game we need some of both: vocabulary and structures.

Our minds have many complicated ways of acquiring and storing vocabulary items, but most of us refer to these operations simply as "knowing" and "remembering". One of the best ways to really "know" and "remember" vocabulary items is to use them frequently in different, meaningful ways. This, of course, means practice and review.

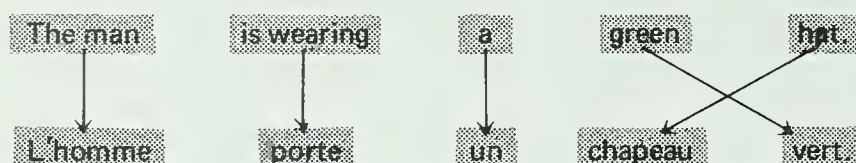
But we cannot use our vocabulary team effectively until we know how to move our players on the field. This involves learning language patterns called structures. Here is an example of vocabulary which has not been organized or arranged according to a normal structure pattern of the English language:

man / hat / wearing / the / is / green / a

You are so accustomed to the structures of the English language that your mind has likely already sorted and arranged these vocabulary items according to the following pattern:

The man is wearing a green hat.

But French and English are different games with different players and different rules. For example, compare the vocabulary and structure patterns of our model sentence in English and in French.



To read and write a language, a good knowledge of vocabulary and rules would be sufficient, but in order to understand and use the spoken language, your mastery of vocabulary and structures must be developed to the point where you use them automatically. In a speaking-listening situation you are like a player in a fast-moving team sport. You must act and react with lightning speed and without pausing to consider the rules and the theory of your behaviour. A good knowledge of the rules of the language game will make you an intelligent spectator. Only practice will put you on the team.

The *ICI ON PARLE FRANÇAIS* program is designed to get you out on the playing field and let you participate in the language game right from the very beginning. In the early stages you practice only the basic skills and techniques in order to develop your language muscles. Gradually, the skills you practice become more and more complex, and you learn some of the rules and theory of the game. If you have the talent and the interest you will, perhaps, become bilingual and therefore a professional in the language game. If this is not your ambition, you may become a competent amateur who enjoys playing the language game for interest, pleasure and relaxation. But, even if you decide to be merely an armchair athlete, your experience and understanding of the game will increase your appreciation and respect for those who play it well. Since both French and English are the official languages of Canada, and since French-speaking and English-speaking players and spectators must support both of our home teams if we are to have a united country, no responsible Canadian can afford to be completely ignorant of either of our two Canadian languages.

REVIEW GLOSSARY

The following cognates and near-cognates have been omitted from this glossary:

- a) nouns having identical spelling in French and English
- b) French nouns whose English equivalents differ only in regard to the omission of the final (mute) "e", e.g. **artiste** – artist
- c) French verbs whose English equivalents differ only in regard to the infinitive ending, e.g. **transporter** – to transport

A

à – at, by, in, on, to, with
à **ce soir!** – see you this evening!
à **demain!** – see you tomorrow!
à **mardi!** (etc.) – see you Tuesday (etc.)!
acheter – to buy
adorer – to adore
adresse (*f*) – address
aéroport (*m*) – airport
âge (*m*) – age
 quel âge + avoir – how old (is, are, etc)
agent (*m*) : **agent de police** – policeman
agiter – to wave
aller – to go
allô – hello (on telephone)
ami (*m*), **amie** (*f*) – friend
amour (*m*) – love
an (*m*) – year
année (*f*) – year
anniversaire (*m*) – anniversary, birthday
août (*m*) – August
appareil (*m*) – camera, apparatus, machine
appartement (*m*) – apartment
appeler – to call
 s'appeler – to be called (named)
appétit (*m*) – appetite
 bon appétit! – enjoy your food!
après – after
arbre (*m*) – tree
argent (*m*) – money
armoire (*f*) – wardrobe, cabinet, closet
arrêter – to stop
arriver – to arrive
assiette (*f*) – dish, plate
assis – seated, sitting
attendre – to wait (for)
aujourd'hui – today
au revoir – goodbye
aussi – also, too
auto (*f*) – car
autobus (*m*) – bus
avec – with
avion (*m*) – airplane
avoir – to have
avril (*m*) – April

B

bagages (*m.pl.*) – baggage, luggage
balle (*f*) – ball
banane (*f*) – banana
barbe (*f*) – beard
bas (*m*) – stocking
bas, basse – low
bateau (*m*) (**à moteur**) – (motor) boat
beau, belle – beautiful, handsome, fine
beaucoup – much, many
bébé (*m*) – baby
beurre (*m*) – butter
bicyclette (*f*) – bicycle
bien – well
 bien sûr – certainly, of course
bienvenu – welcome
blanc, blanche – white
bleu – blue
blond – blond, fair
boeuf (*m*) – beef, ox, steer
boire – to drink
bois (*m*) – wood
boîte (*f*) – box
bol (*m*) – bowl
bon, bonne – good
bonbon (*m*) – candy
bonjour – good day, hello
bouche (*f*) – mouth
bouteille (*f*) – bottle
boutique (*f*) – shop
bras (*m*) – arm
brun – brown
bureau (*m*) – desk, office

C

ça – that
 ça va? – how are you?
cadeau (*m*) – present, gift
café (*m*) – coffee
cahier (*m*) – notebook
camion (*m*) – truck
campagne (*f*) – country (as opposed to city)

camping: **faire du camping** — to go camping
 cantine (*f*) — canteen
 canot (*m*) — open boat
 carotte (*f*) — carrot
 carte (*f*) — card, chart, map
 carte postale — postcard
 ce, cet, cette/ces — this, that/these, those
 ce — it, this, that
 cela — that
 cent — hundred
 centre (*m*) **d'achats** — shopping centre
 certainement — certainly
 chaise (*f*) — chair
 chalet (*m*) — cottage
 chambre (*f*) (**à coucher**) — bedroom
 chandail (*m*) — sweater
 chanter — to sing
 chapeau (*m*) — hat
 chaque — each
 chaud (*m*) : **il fait chaud** — it is warm (weather)
 chauffeur (*m*) — chauffeur, driver
 chaussette (*f*) — sock
 chemise (*f*) — shirt
 chercher — to look for
 cheveux (*m.pl.*) — hair
 chez — at the place (home) of
 chic: **chic alors!** — great!
 chien (*m*) — dog
 chocolat (*m*) — chocolate
 chose (*f*) — thing
 chut! — hush! , sh!
 ciel (*m*) — sky, heaven
 cinéma (*m*) — (movie) show
 cinq — five
 cinquante — fifty
 classe (*f*) — class
 après les classes — after school
 en classe — in class
 combien — how much, how many
 comique — comical, funny
 comme — like
 comment — how
 commode — convenient, handy
 compagnie (*f*) — company
 comptoir (*m*) — counter
 contre — against
 copain (*m*) — pal, chum
 costume (*m*) **de bain** — bathing suit
 côté: **à côté de** — beside
 coucher: **se coucher** — to go to bed
 couleur (*f*) — colour
 couper — to cut
 court — short
 cousin (*m*), **cousine** (*f*) — cousin
 couteau (*m*) — knife
 craie (*f*) — chalk
 crayon (*m*) — pencil
 crier — to cry (out), to shout

croire — to believe
 cuiller (*f*) — spoon
 cuisine (*f*) — kitchen

D

dame (*f*) — lady
 dans — in, into
 de — of, from
 de rien — don't mention it, you're welcome
 du soir — p.m.
 décembre (*m*) — December
 décider — to decide
 décrire — to describe
 déjà — already
 déjeuner (*m*) — lunch
 déjeuner — to have lunch, to have breakfast
 demain — tomorrow
 demander — to ask (for)
 demi — half
 demi-heure (*f*) — half-hour
 dernier, dernière — last
 derrière — behind
 dessiner — to draw
 deux — two
 devant — in front of
 devoir (*m*) — exercise
 devoirs (*m.pl.*) — homework
 dimanche — Sunday
 dîner (*m*) — dinner
 dîner — to have dinner
 dire — to say, to tell
 dix — ten
 docteur (*m*) — doctor
 doigt (*m*) — finger
 dommage: **(c'est) dommage** — (that's) too bad
 donc — thus, therefore
 donner — to give
 dormir — to sleep
 douane (*f*) — customs
 douanier (*m*) — customs officer
 douze — twelve
 droite: **à droite** — on the right
 durer — to endure, to last

E

eau (*f*) — water
 école (*f*) — school
 écrire — to write
 élève (*m/f*) — pupil
 elle/elles (*f*) — she, it/they (*f*)
 emplette (*f*) : **faire des emplettes** — to go shopping
 emporter — to carry off
 en — some, any
 en — by, in, on
 en retard — late
 en ville — in town, downtown

encore: **pas encore** — not yet
endormi — asleep
enfant (*m/f*) — child
enfin — at last
ennuyé — annoyed; tired, bored
ensuite — then, next
entendre — to hear
entre — between
entrer — to enter
envoyer — to send
épicier (*m*) — grocer
et — and
été (*m*) — summer
être — to be

F

fâché — angry
faim: avoir faim — to be hungry
fameux, fameuse — famous
famille (*f*) — family
fatigué — fatigued, tired
fauteuil (*m*) — armchair
femme (*f*) — woman
fenêtre (*f*) — window
fermer — to close
fermier (*m*) — farmer
février (*m*) — February
figure (*f*) — face
fille (*f*) — daughter, girl
fils (*m*) — son
fin (*f*) — end
fleur (*f*) — flower
fleuve (*m*) — river
formidable — wonderful, marvellous
fourchette (*f*) — fork
frais, fraîche — fresh, cool
français (*m*) — French (language)
français — French
frapper — to knock
frère (*m*) — brother
froid (*m*) : **il fait froid** — it is cold
avoir froid — to be cold
fromage (*m*) — cheese
fusil (*m*) — rifle

G

gant (*m*) — glove
garçon (*m*) — boy
garde (*f*) : **prendre garde (de)** — to take care
(not to), to be careful (not to)
garder — to keep
gâteau (*m*) — cake
gauche: à gauche — on the left
généralement — generally

genou (*m*) — knee
gentil, gentille — nice, kind
gomme (*f*) — eraser
gorge (*f*) — throat
grand — tall, big
grand-mère (*f*) — grandmother
grand-père (*m*) — grandfather
gris — gray
gros, grosse — big, fat, stout

H

habiller: s'habiller — to get dressed
habiter — to inhabit, to live
haut — high
hé! — hey!
héros (*m*) — hero
heure (*f*) — hour
hier — yesterday
histoire (*f*) — history, story
homard (*m*) — lobster
horloge (*f*) — clock
huit — eight
huitième — eighth

I

ici — here
il/ils (*m*) — it, he/they (*m*)
il y a — there is, there are
image (*f*) — picture
imperméable (*m*) — raincoat
institut (*m*) **de beauté** — beauty shop

J

janvier (*m*) — January
jaune — yellow
je — I
jeter — to throw
jeudi (*m*) — Thursday
jeune — young
jeune fille (*f*) — girl
joli — pretty
jouer — to play
jouet (*m*) — toy
jour (*m*) — day
journal (*m*) — newspaper
joyeux, joyeuse — joyous, happy
juillet (*m*) — July
juin (*m*) — June
jumelles (*f.pl.*) — binoculars
jupe (*f*) — skirt

L

là: par là — that way, over there
laisser : laisser tomber — to drop

lait (*m*) — milk
laver — to wash
 se laver — to get washed
le, la/les — him, her, it/them
 le(la, les) voilà — there he (she, they) is (are)
lever — to raise, to lift up
 se lever — to rise, to get up
lire — to read
lit (*m*) — bed
livre (*m*) — book
long, longue — long
lui — to him, to her
lumière (*f*) — light
lundi — Monday
lunettes (*f.pl.*) — glasses, spectacles

M

ma, mon, mes — my
madame (*f*) — Mrs., Madam
mademoiselle (*f*) — Miss
magasin (*m*) — store
mai (*m*) — May
main (*f*) — hand
maintenant — now
mais — but
maison (*f*) — house
mal : avoir mal à la tête — to have a headache
 avoir mal à la gorge — to have a sore throat
malade — sick
malheureusement — unfortunately
maman (*f*) — mother, mom
manger — to eat
manteau (*m*) — coat
 manteau de pluie — raincoat
marcher — to walk; to work (machinery)
mardi (*m*) — Tuesday
mars (*m*) — March
marier : se marier — to get married
masque (*m*) — mask
match (*m*) — match, game
matin (*m*) — morning
mauvais — bad
me — me, myself
même — same
merci — thank you
mercredi (*m*) — Wednesday
mère (*f*) — mother
mettre — to put, to set
midi (*m*) — noon
mieux — better
minuit (*m*) — midnight
miroir (*m*) — mirror
moi — me
moins — minus, less
mois (*m*) — month

monsieur (*m*) — Mr., gentleman
montagne (*f*) — mountain
monter — to climb, to go up
montre (*f*) — watch
montrer — to show
morceau (*m*) — piece
moto (cyclette) (*f*) — motorcycle
moustache (*f*) — moustache

N

nationalité (*f*) — nationality
ne pas — not
n'est-ce pas? — isn't that so? doesn't he?
 don't they? etc.
neiger — to snow
neuf — nine
nez (*m*) — nose
Noël (*m*) — Christmas
noir — black
nom (*m*) — name
non — no
nous — we, us
novembre (*m*) — November
nuit (*f*) — night
numéro (*m*) — numeral, number

O

octobre (*m*) — October
oeuf (*m*) — egg
oignon (*m*) — onion
oiseau (*m*) — bird
oncle (*m*) — uncle
onze — eleven
oreille (*f*) — ear
os (*m*) — bone
ou — or
où — where
oui — yes
ouvrir — to open
ouvert — open, opened

P

pain (*m*) — bread
pantalon (*m*) — trousers
pantoufle (*f*) — slipper
par — through, by
parapluie (*m*) — umbrella
parce que — because
parler — to talk, to speak
parmi — among
partie (*f*) — party, game
partir — to depart, to leave
partout — everywhere
pas: pas du tout — not at all

passager (*m*) — passenger
passer — to pass, to spend (time)
pâtisserie (*f*) — pastry, pastry shop
pauvre — poor
peigner — to comb
pendant — during
penser — to think
pension (*f*) — room and board
perdre — to lose
père (*m*) — father
personne (*f*) — person
petit — little, small
petit déjeuner (*m*) — breakfast
petit pois (*m*) — pea
peu: un peu (de) — a little
peur (*f*): **avoir peur de** — to be afraid of
photo (*f*) — photograph
pièce (*f*) — room
pied (*m*) — foot
pique-nique (*m*) — picnic
place (*f*) — place, square
plage (*f*) — beach
plaisir (*m*) — pleasure
plaît : s'il te plaît — please
 s'il vous plaît — please
pleurer — to cry, to weep
pleuvoir — to rain
 il pleut à verse — it's pouring
pluie (*f*) — rain
plus — more
 plus tard — later
poche (*f*) — pocket
poisson (*m*) — fish
police (*f*) — police
pomme (*f*) — apple
pomme (*f*) **de terre** — potato
porc (*m*) — pork
porte (*f*) — door
porter — to carry, to wear
poser — to place, to put
poulet (*m*) — chicken
poupée (*f*) — doll
pour — for, in order to
pourquoi — why
pouvoir — to be able, can
premier, première — first
prendre — to take
près de — near, close to
prix (*m*) — price
professeur (*m*) — teacher
puis — then
pupitre (*m*) — desk

Q

quand — when
quarante — forty

quart (*m*) — quarter
quatorze — fourteen
quatre — four
quatre-vingts — eighty
que — which, whom, that
quel, quelle — which, what
 quel temps fait-il? — what's the weather like?
 quelle heure est-il? — what time is it?
quelque chose — something
quelquefois — sometimes
quelques — some
qu'est-ce que: qu'est-ce que c'est? — what is this (that, it)?
 qu'est-ce qu'il y a...? — what is there...?
qui — who, whom, which, that
quinze — fifteen
quoi — what

R

raser: se raser — to get shaved
rayon (*m*) — ray; department
refuser — to refuse
regarder — to look (at)
règle (*f*) — rule
renard (*m*) — fox
répondre — to respond, to answer
réponse (*f*) — response, answer
réservé — reserved
rester — to stay, to remain
retour (*m*) — return
retourner — to return, to go back
réveil (*m*) — alarm clock
réveiller: se réveiller — to wake up
rien — nothing
rire — to laugh
robe (*f*) — dress
 robe de chambre — dressing gown
 robe de mariée — wedding gown
rond — round
rosbif (*m*) — roast beef
rose — pink
rose (*f*) — rose
rôti (*m*) **de boeuf** — roast (of) beef
rouge — red
roux — red (or hair)
rue (*f*) — street

S

sa, son, ses — his, her
sac (*m*) **à main** — handbag, purse
salade (*f*) **de fruits** — fruit salad
salle (*f*) : **salle à manger** — dining-room
 salle de bain — bathroom
 salle de classe — classroom
salon (*m*) — living-room
samedi (*m*) — Saturday

sans — without
 sauter — to jump
 savoir — to know
 se — himself, herself, itself/themselves
 seize — sixteen
 sept — seven
 septembre (*m*) — September
 septième — seventh
 sergent (*m*) — sergeant
 sérieux, sérieuse — serious
 serveuse (*f*) — waitress
 serviette (*f*) — serviette, towel
 seulement — only
 ski (*m*) : faire du ski nautique — to go water-skiing
 soeur (*f*) — sister
 soif (*f*) : avoir soif — to be thirsty
 soir (*m*) — evening
 soixante — sixty
 soldat (*m*) — soldier
 soleil (*m*) — sun
 il fait du soleil — it is sunny
 sommeil (*m*) — sleep
 avoir sommeil — to be sleepy
 sonner — to ring
 sorte (*f*) — sort, type, kind
 soulier (*m*) — shoe
 soupe (*f*) — soup
 souper (*m*) — supper
 sous — under
 sous-sol (*m*) — basement
 souvent — often
 station (*f*) de police — police station
 stylo (*m*) — pen
 sucre (*m*) — sugar
 sur — on
 sûr — sure

T

ta, ton, tes — your
 tableau (*m*) — picture
 tant mieux — so much the better
 tante (*f*) — aunt
 tard — late
 tasse (*f*) — cup
 taureau (*m*) — bull
 temps (*m*) — time; weather
 tête (*f*) — head
 thé (*m*) — tea
 tiens! — well! , oh!
 tirer — to fire (a gun)
 tiroir (*m*) — drawer
 toi — you
 toilette (*f*) des dames — ladies' washroom
 tomber — to fall
 tout, toute, tous, toutes — all

tout à coup — all at once, suddenly
 tout de suite — immediately
 tout le monde — everyone
 tranche (*f*) — slice
 traverser — to cross
 trois — three
 treize — thirteen
 trente — thirty
 très — very
 tricot (*m*) — knitting, knitted vest
 tromper — to deceive
 trop: trop de — too much, too many
 trouver — to find
 tu — you
 tuer — to kill

U

un, une — one, a, an

V

vacances (*f.pl.*) — vacation, holiday
 grandes vacances — summer holidays
 valise (*f*) — valise, suitcase
 vendeur (*m*) — salesman
 vendeuse (*f*) — saleslady
 vendredi (*m*) — Friday
 venir — to come
 verre (*m*) — glass
 vers — towards
 vert — green
 vêtements (*m.pl.*) — clothes, clothing
 vieux, vieil, vieille — old
 ville (*f*) — city, town
 vingt — twenty
 visage (*m*) — face
 visiter — to visit
 vite — fast, quickly
 vitrine (*f*) — shop-window
 voilà — there is, there are
 voisin (*m*), voisine (*f*) — neighbour
 voiture (*f*) — car, vehicle
 vol (*m*) — flight; theft
 voler — to fly; to steal
 voleur (*m*) — thief
 votre, vos — your
 vouloir — to want, to wish
 vous — you
 voyage (*m*) — voyage, trip
 voyager — to travel
 vraiment — really

Y

yeux (*m.pl.*) — eyes

REFERENCE VERB TABLES

Note 1: You are not yet expected to know *all* of the forms below. Use these tables whenever necessary to check verb forms which you meet in your program.

Note 2: The subject pronouns in these verb tables are:

SINGULAR

Je	=	I
Tu	=	You (familiar)
Il	=	He (It)
Elle	=	She (It)

PLURAL

Nous	=	We
*Vous	=	You
Ils	=	They (masculine)
Elles	=	They (feminine)

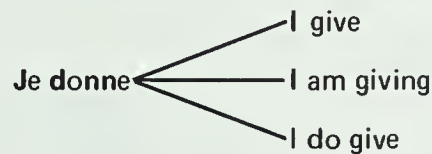
*Vous may be singular or plural.

*Vous, when it is plural, may be either familiar or formal.

*Vous, when it is singular, is formal (polite, respectful).

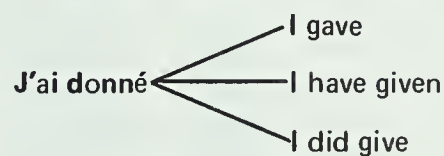
Note 3: There are three possible English equivalents for the French present tense depending on the idea it is intended to express.

Example:



Most French verbs in the *passé composé* also have three possible English equivalents:

Example:



Note 4: In each of the model verbs below the forms which are marked with an asterisk (*) are pronounced alike.

REGULAR "ER" VERBS

MODEL: DONNER – TO GIVE

<i>présent</i>	Je donn	e	*	Nous donn	ons	
	Tu donn	es	*		ez	
	Il donn	e	*		ent	*
	Elle donn	e	*		ent	*
<i>passé composé</i>	J'	ai	donné **	Nous	avons	donné **
	Tu	as	* donné **		avez	donné **
	Il	a	* donné **		ont	donné **
	Elle	a	* donné **		ont	donné **

The following verbs follow the same oral pattern as *DONNER* in the *présent* and *passé composé*. The underlined verbs form their *passé composé* with *ETRE*.

adorer	fermer	poser
agiter	garder	regarder
arrêter	habiter	refuser
<u>arriver</u>	jouer	réserver
chanter	laisser	<u>rester</u>
chercher	laver	sauter
couper	manger	téléphoner
décider	<u>monter</u>	<u>tomber</u>
demander	montrer	traverser
dîner	parler	trouver
emporter	passer	visiter
<u>entrer</u>	pleurer	voler
envoyer	porter	voyager

REGULAR REFLEXIVE "ER" VERBS

MODEL: SE COUCHER – TO GO TO BED (TO LIE DOWN)

<i>présent</i>	Je	me	couch	e	*	Nous	nous	couch	ons	
	Tu	te	couch	es	*	Vous	vous	couch	ez	
	Il	se	couch	e	*	Ils	se	couch	ent	*
	Elle	se	couch	e	*	Elles	se	couch	ent	*
<i>passé composé</i>	Je	me	suis	couché	**	Nous	nous	sommes	couchés	**
	Tu	t'	es	* couché	**	Vous	vous	êtes	couché	**
	Il	s'	est	* couché	**	Ils	se	sont	couchés	**
	Elle	s'	est	* couchée	**	Elles	se	sont	couchées	**

Here are three more reflexive verbs which follow the same pattern as *SE COUCHER* in the *présent* and *passé composé*.

se marier se peigner se réveiller

Note that *S'HABILLER* also follows this pattern but *ME*, *TE* and *SE* become *M'*, *T'*, and *S'* before a vowel or a silent H.

SPECIAL "ER" VERBS

In the following ER verbs there are certain changes in the stem of the verb which are seen in the written form and which are also heard in the oral form.

ACHETER – TO BUY

<i>présent</i>	J'	achèt	e	*	Nous	achet	ons	
	Tu	achèt	es	*	Vous	achet	ez	
	Il	achèt	e	*	Ils	achèt	ent	*
	Elle	achèt	e	*	Elles	achèt	ent	*

passé composé J' **ai** acheté

SE LEVER – TO GET UP

<i>présent</i>	Je	me	lèv	e	*	Nous	nous	lev	ons	
	Tu	te	lèv	es	*	Vous	vous	lev	ez	
	Il	se	lèv	e	*	Ils	se	lèv	ent	*
	Elle	se	lèv	e	*	Elles	se	lèv	ent	*

passé composé Je me suis levé

S'APPELER – TO BE CALLED (NAMED)

<i>présent</i>	Je	m'	appell	e	*	Nous	nous	appel	ons	
	Tu	t'	appell	es	*	Vous	vous	appel	ez	
	Il	s'	appell	e	*	Ils	s'	appell	ent	*
	Elle	s'	appell	e	*	Elles	s'	appell	ent	*

passé composé Je **me** **suis** appelé

VERBS OF THE "REPONDRE" GROUP

MODEL: REPONDRE – TO ANSWER

<i>présent</i>	Je	répond	s	*	Nous	répond	ons	
	Tu	répond	s	*	Vous	répond	ez	
	Il	répond		*	Ils	répond	ent	* *
	Elle	répond		*	Elles	répond	ent	* *

passé composé J' **ai** répondu

The verbs *ENTENDRE* and *DESCENDRE* follow the same pattern as *REPONDRE*, but *DESCENDRE* takes *ETRE* in the *passé composé*.

IRREGULAR VERBS

ALLER – TO GO <i>prés.</i> Je vais Nous allons Tu vas * Vous allez Il va * Ils vont ** Elle va * Elles vont ** <i>p.c.</i> Je suis allé	AVOIR – TO HAVE <i>prés.</i> J'ai Nous avons Tu as * Vous avez Il a * Ils ont ** Elle a * Elles ont ** <i>p.c.</i> J'ai eu	BOIRE – TO DRINK <i>prés.</i> Je bois * Nous buvons Tu bois * Vous buvez Il boit * Ils boivent ** Elle boit * Elles boivent ** <i>p.c.</i> J'ai bu
DIRE – TO SAY <i>prés.</i> Je dis * Nous disons Tu dis * Vous dites Il dit * Ils disent ** Elle dit * Elles disent ** <i>p.c.</i> J'ai dit*	DORMIR – TO SLEEP <i>prés.</i> Je dors * Nous dormons Tu dors * Vous dormez Il dort * Ils dorment ** Elle dort * Elles dorment ** <i>p.c.</i> J'ai dormi	ECRIRE – TO WRITE <i>prés.</i> J'écris * Nous écrivons Tu écris * Vous écrivez Il écrit * Ils écrivent ** Elle écrit * Elles écrivent ** <i>p.c.</i> J'ai écrit*
ETRE – TO BE <i>prés.</i> Je suis Nous sommes Tu es * Vous êtes Il est * Ils sont ** Elle est * Elles sont ** <i>p.c.</i> J'ai été	FAIRE – TO MAKE (TO DO) <i>prés.</i> Je fais * Nous faisons Tu fais * Vous faites Il fait * Ils font ** Elle fait * Elles font ** <i>p.c.</i> J'ai fait*	METTRE – TO PUT (ON) <i>prés.</i> Je mets * Nous mettons Tu mets * Vous mettez Il met * Ils mettent ** Elle met * Elles mettent ** <i>p.c.</i> J'ai mis
OUVRIR – TO OPEN <i>prés.</i> J'ouvre * Nous ouvrons Tu ouvres * Vous ouvrez Il ouvre * Ils ouvrent* Elle ouvre * Elles ouvrent* <i>p.c.</i> J'ai ouvert	PARTIR – TO LEAVE <i>prés.</i> Je pars * Nous partons Tu pars * Vous partez Il part * Ils partent** Elle part * Elles partent** <i>p.c.</i> Je suis parti	POUVOIR – TO BE ABLE <i>prés.</i> Je peux * Nous pouvons Tu peux * Vous pouvez Il peut * Ils peuvent ** Elle peut * Elles peuvent** <i>p.c.</i> J'ai pu
PRENDRE – TO TAKE <i>prés.</i> Je prends * Nous prenons Tu prends* Vous prenez Il prend * Ils prennent** Elle prend* Elles prennent** <i>p.c.</i> J'ai pris	RIRE – TO LAUGH <i>prés.</i> Je ris * Nous rions Tu ris * Vous riez Il rit * Ils rient* Elle rit * Elles rient* <i>p.c.</i> J'ai ri*	SAVOIR – TO KNOW <i>prés.</i> Je sais * Nous savons Tu sais * Vous savez Il sait * Ils savent** Elle sait * Elles savent** <i>p.c.</i> J'ai su
VENIR – TO COME <i>prés.</i> Je viens * Nous venons Tu viens * Vous venez Il vient * Ils viennent** Elle vient* Elles viennent** <i>p.c.</i> Je suis venu	VOIR – TO SEE <i>prés.</i> Je vois * Nous voyons Tu vois * Vous voyez Il voit * Ils voient* Elle voit * Elles voient* <i>p.c.</i> J'ai vu	VOULOIR – TO WANT (WISH) <i>prés.</i> Je veux * Nous voulons Tu veux * Vous voulez Il veut * Ils veulent** Elle veut * Elles veulent** <i>p.c.</i> J'ai voulu
PLEUVOIR – TO RAIN <i>prés.</i> Il pleut – It rains, it is raining, it does rain <i>p.c.</i> Il a plu – It rained, it has rained, it did rain		

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